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ABSTRACT

The Austin (Texas) Independent School District was awarded a grant by the state to establish a program for middle school students who are pregnant or parents. The Pregnancy, Education, and Parenting (PEP) program was started at Robbins Secondary School to provide maximum academic and support services, as well as licensed day care, for male and female eighth- and ninth-grade parenting students. PEP supplements services provided through the Teenage Parent Program (TAPP), a program in which middle school students can participate through the semester in which their children are born. PEP has been operating since the spring 1990 semester, and has served 21 eighth and ninth graders and their infants. Progress was made toward all objectives of the program, and 30 of the planned 52 activities were implemented. While dropout rates compared favorably with those of TAPP, most students in the PEP were not earning credits at a rate to allow timely graduation. Most PEP students were more confident about finishing high school, and believed the day care made it easier to attend school. However, less than one-half (46%) of the PEP participants reported that their reading, writing, and mathematics skills had improved; and less than one-fourth (23%) believed that their knowledge of child and parenting topics or job preparation had improved after participating in the program. Three tables and three graphs supplement the text. Attachments include a list of other agencies involved in the pilot program and the program enrollment form. (SLD)

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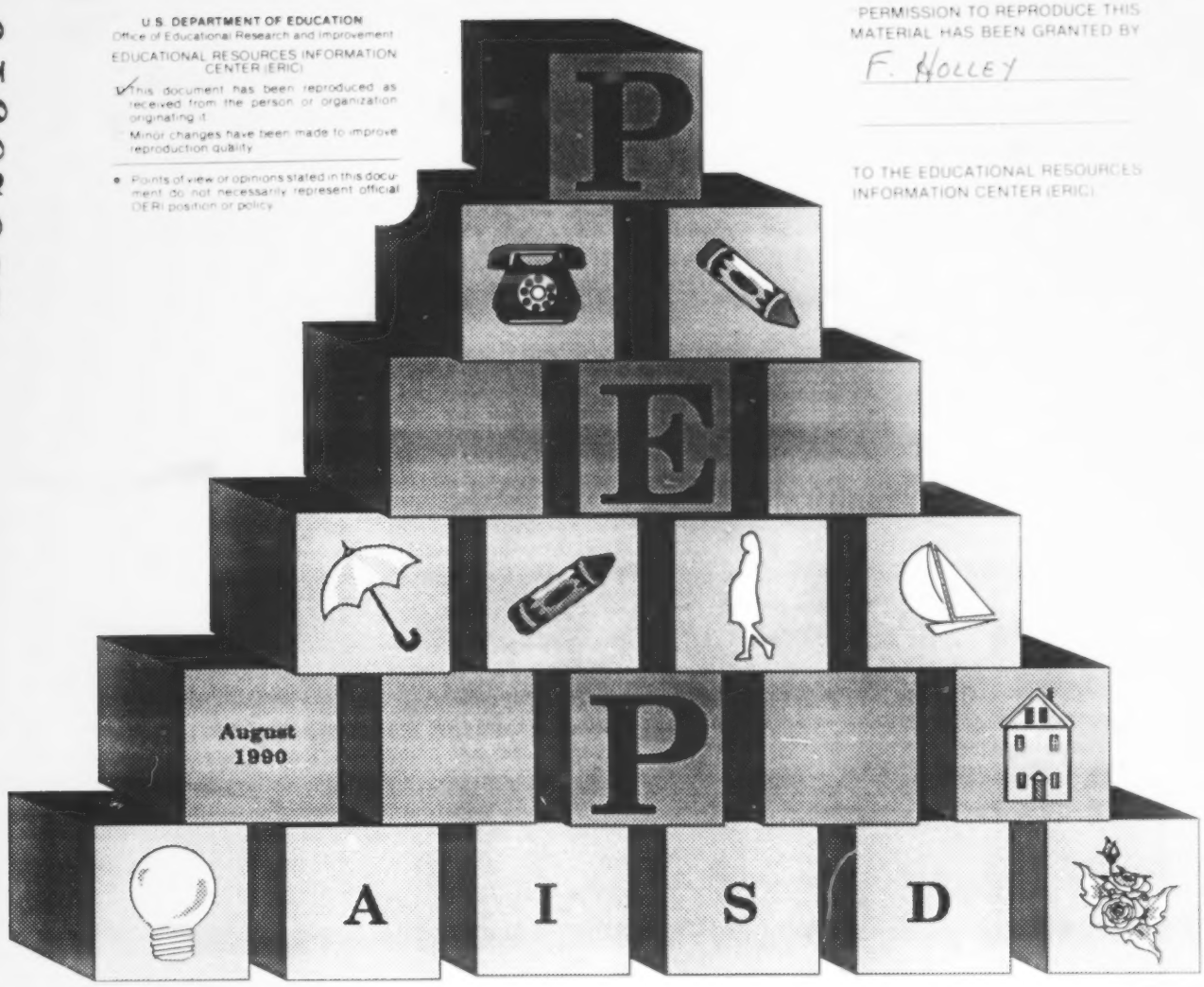

Pregnancy, Education, and Parenting Pilot (PEP):

Evaluation 1989-90

Austin Independent School District

TM015776

Pregnancy, Education, and Parenting Pilot (PEP): Evaluation 1989-90

EXECUTIVE SUMMARY

AUTHOR: Nancy Baenen

Program Description

The Texas Legislature authorized pilot projects for teenage parents (and other high-risk groups) through Senate Bill 417 (see TEC 21.114). The Austin Independent School District (AISD) was awarded a grant for $162,766 in January, 1990 to establish a program for middle-school students who are pregnant or parents; additional funds in the amount of $42,588 were provided later for a total of $205,354. Grant funding runs through August 31, 1990.

These TEA funds allowed AISD to establish a parenting program at Robbins Secondary School to provide maximum academic and support services, as well as licensed day care, for eighth- and ninth-grade parenting students (both male and female). A portable building at the school was remodeled for the day care center.

The PEP program supplements services currently provided for teenage parents through the Teenage Parent Program (TAPP). Students can participate in TAPP though the semester in which their child is born, but there has not been a middle/junior high school program to provide on-site day care and support services for these students previously. Two high schools (Travis and Johnston) offer child care for students in grades 9-12.

Major Findings

1. The PEP program was established at Robbins Secondary School during the spring, 1990 semester and has served 21 eighth and ninth graders and their infants thus far. A portable was remodeled for the nursery which opened in March. Originally, 28 seventh and eighth graders were to be served. However, Robbins does not include grade 7, and enrollment was limited to students with infants under twelve months old for licensing purposes. (p. 4)

2. A great deal was accomplished since the January notification from TEA of PEP funding. Progress was made towards all objectives, and 30 of 52 planned activities were implemented (58%). However, a great deal remains to be done. Major activities not yet implemented include support services (such as tutors and University of Texas student case managers) and a computer network on job preparation. (p. 6)

3. Dropout rates for PEP during the spring (2 students or 11%) compare favorably to those for TAPP (40%). However, grade point averages and attendance rates were low and did not improve for the majority of students. Most PEP students (84%) are not earning credits at a rate to allow timely graduation. (p. 9)

4. Most PEP students were more confident about finishing high school because of the program (69%) and believed the day care made it easier to attend school (83%). However, less than half (46%) reported their reading, writing, and mathematics skills had improved, and less than one quarter (23%) believed their knowledge of child and parenting topics or job preparation had improved. (p. 10)

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Open Letter To AISD

The "Open Letter" provides the opportunity to synthesize results across information sources and focus on key issues. Some suggestions for change from the evaluation standpoint are also presented for consideration.

PEP appears to meet a real need and is very well intentioned. At this point, however, PEP can be likened to a recipe for a great stew in which the proper proportions of ingredients have not yet been worked out. The recipe began with an application to TEA chock full of great ideas to serve middle/junior high students and their children and provide comprehensive services to them. Unfortunately, the time allowed to set up and implement the program was insufficient (one semester for both). This compressed schedule impacted all aspects of the program--planning the application, the remodeling and purchasing of items, staffing, local supervisors' time, integration into Robbin's routines, student comfort in moving midyear, the quality of the PEP classes, implementation of program activities, and training provided. Overall, staff never had a chance to become fully organized. Like chefs preparing for a hastily called dinner party, the supervisors had to rush to get everything possible in place quickly. In the process, some ingredients had to be left out, and a few substitutions had to be made. The stew did not have enough time to simmer, and the result was less palatable than expected. AISD must seriously consider whether to apply for grants that begin midyear and expect implementation the second semester. Such grants may do students and staff a disservice.

Key ingredients that were put into the stew included day care service, transportation city-wide, and an alternative school curriculum. These could be called the "meat and potatoes" of the program. Students and staff alike seem pleased with the day care center building and the care provided to the infants. Expansion to serving toddlers is necessary to continue serving those enrolled. The facts that Robbins did offer an alternative structure and offered city-wide transportation were two main reasons it was selected as the PEP site. One supervisor reported these students would be "lost" at a regular middle school/junior high or high school. Unfortunately, Robbins does not include grades 6 or 7, so student-parents at these levels continue to have no option other than regular middle school campuses once they deliver their babies. When the St. Johns' Program becomes a compensatory rather than a special education facility in 1990-91, consideration should be given to allowing sixth and seventh graders to stay at that campus more than one

semester. The longer stay may also positively impact St. John's historically high dropout rates.

Key substitutions for ingredients were made in the areas of the teacher/manager and the course curriculum for parenting. Original plans were to hire someone to manage PEP, counsel students, and teach two vocational classes. However, no one applied that had the counseling and vocational teaching certificates desired. While the person hired had counseling certification and had run day care centers in the past, the facts that she was new to AISD, was hired midyear (without the regular training in the fall), and had never taught secondary students or vocational classes (she had elementary teaching experience) proved problematic. Having one person fill the triple roles of teacher, counselor, and program manager proved too much--especially with little time for training. The plan for next year is to separate these roles. Whether three persons are needed remains to be seen. If cost cuts become necessary, a half-time counselor might be sufficient if the director and/or regular high school counselor provided some counseling to the 25 students. This seems particularly workable if The University of Texas social work students are brought into the program as case managers. The parenting course is experimental at this time and therefore has no official curriculum. Content was combined from four courses, which took more time to organize--especially for a new teacher. Most students (77%) did not feel they learned a great deal from the course.

Key ingredients that have not been added as yet are support services such as tutors, UT social work students as case managers, and individual counseling. These services might provide just the extra spices needed to help students deal more successfully with outside factors that may interfere with school success as well as with their class work. Most students are already behind in school, and performance did not improve at Robbins. While dropout rates this past spring were encouraging, they may climb if course grade and attendance problems are not dealt with successfully. The key is to have students earn credits at a rate to allow graduation in a reasonable length of time. Many students do not seem to have a full recognition of their responsibility for attending school and completing course work in order to graduate. They also lack the vision to realize how difficult it will be to complete "old" courses once a new load is added in the fall. Expectations for attendance and consequences for absences must also be made as clear as possible (especially with tighter rules anticipated in 1990-91).

Overall, PEP still holds much promise for helping students, but much fine-tuning must occur to get the recipe just right.

NOTE: The "Recommended Changes" section of this report provides more specific recommendations from the staff.

Program Description

OVERVIEW

The Texas Legislature authorized pilot projects for teenage parents (and other high-risk groups) through Senate Bill 417 (see TEC 21.114). The Austin Independent School District (AISD) was awarded a grant for $162,766 in January, 1990 to establish a program for middle school students who are pregnant or parents; additional funds in the amount of $42,588 were provided at a later date for a total of $205,354. Grant funding runs through August 31, 1990.

These TEA funds allowed AISD to establish a parenting program at Robbins Secondary School to provide maximum academic and support services, as well as licensed day care, for middle/junior high school parenting students (both male and female). A portable building at the school was remodeled for the day care center.

TEA funds also provided for a full-time teacher/manager; full- and part-time child care aides; a part-time nurse, secretary, and research analyst; and hourly tutors.

The PEP program supplements services currently provided for teenage parents through the Teenage Parent Program (TAPP). Students can participate in TAPP through the semester in which their child is born, but there has not been a middle/junior high school program to provide on-site day care and support services for these students previously. Two high schools (Travis and Johnston) offer child care for students in grades 9-12.

COORDINATION

Entry Criteria

Any eighth or ninth grader with an infant under twelve months of age as of May 31, 1990 was eligible for PEP. Seventh graders could not participate because Robbins no longer serves this grade level; toddlers were excluded because of licensing and space limitations.

Transition Into and From PEP

Students transferred into PEP from the Teenage Parent Program (TAPP) at St. John's, from one of AISD's regular middle school or high school campuses, or as recovered dropouts of AISD. Most students transferred March 19, just after spring break--one week into the fifth six weeks.

In terms of the transition from PEP, students are expected to stay at Robbins through graduation. Some students may transfer to a regular high school campus (preferably Travis or Johnston which have day care centers on campus). If so, the Zenith Alternative Graduation Program and/or vocational offerings would be a likely placement. If students withdraw from Robbins, they are also withdrawn from PEP.

AISD Planning and Recruitment

A number of AISD staff from several departments were involved in preparing the grant application. Once the grant was secured, a great deal of time and coordination across departments was needed to assure timely completion of facilities, hiring of staff, and acquisition of needed materials. Coordination with Robbins staff was necessary to work out space requirements, procedures, and student schedules.

All middle school counselors and principals were notified about the start of the program and were asked for names of potential students. The supervisors made four presentations about the nature of PEP to over 100 potential students in the TAPP program at St. John's (not all were eligible). Newspaper articles and television coverage about the program also served as recruiting tools. Overall, approximately 85 possible participants were identified.

Coordination Across Agencies

Coordination took place with nine community agencies (also see Attachment 1). Additional organizations are being contacted regarding 1990-91, including Operation School Bell, The University of Texas (Child and Family Lab, Child Development, and Childhood Education for Handicapped Children), Austin Community College (Child Development), and Austin Community School. This summer, staff is working to bring Women, Infant, and Children (WIC) services to the Robbins campus once a month (to reduce student absences for appointments).

A recommended list of interagency advisory committee members was developed. Invitations were prepared for an open house at the nursery as the first meeting of the committee. However, this was cancelled because of a decision by the Assistant Superintendent of Secondary Education to make the principal the program supervisor for 1990-91. He felt the principal should appoint and organize the committee.

SERVICES PROVIDED

All students were placed in two vocational home economics courses taught by the PEP teacher/manager (related to parenting and job preparation) plus four academic courses based on academic records and achievement test scores (see Attachment 2). Other services needed, such as transportation, health, or social

services, were also reviewed by the staff. City-wide transportation to and from Robbins was provided by AISD. Representatives of various social and health agencies spoke to the class about services available and other topics relevant to teen parents (e.g., child support, pregnancy prevention). The nurse assessed student and infant health needs and assisted in coordinating medical appointments with school schedules. Figure 2 (see page 6) also reflects services provided. A form was used to update health and social services received (see Attachment 3). A comprehensive intake form is being devised now.

Classes at Robbins Alternative School are small, allowing instructional flexibility and enhanced student-teacher rapport. Courses are organized as continuous progress, with prepared course contracts detailing requirements for students.

Follow-up home and summer school visits are being done by the teacher/manager and nurse this summer to assist with students' social, medical, and educational needs. Overall, 17 or 18 students plan to return in the fall. Students are being contacted now to firm up this commitment. Both students who dropped out were contacted by staff; one plans to return in the fall. Any students who do not re-enroll in the fall will be contacted by the project director and/or nurse to check on their current status and advise them of their options.

FACILITIES

A portable building behind Robbins was remodeled for the nursery. The building was very neat and attractive. Baby cribs and supplies were ordered and received. The nursery opened March 19, just after spring break. Additional enrichment materials are needed for infants and new toddlers.

The teacher/manager had an office in the Learning Resources Center, in the same building as Robbins. The nurse had a desk and office hours in the vocational classroom used by the teacher/manager.

Program Effectiveness

INTRODUCTION

Program effectiveness can be measured in terms of implementation and student outcomes. In terms of implementation, information will be provided here on students and others served and objectives and activities completed. The program description section provides further information, especially on services provided. In terms of outcomes for students, information will be provided on students' grades and credits earned, attendance, discipline rates, and dropout status. Whenever possible, comparisons will be made to students served at the St. John's Teenage Parent Program (TAPP).

A great deal was accomplished since PEP was funded in January. The nursery was prepared, staff were hired, and 21 students and their infants were enrolled (most started March 19). Progress was made towards all objectives, with 30 of 52 activities implemented. **However, much work remains.**

In terms of student outcomes, PEP students had a lower dropout rate than TAPP students (11% versus 40%). However, attendance for both groups was low (55-67%) relative to AISD (91-93%) and PEP students' grades did not improve across the year (as TAPP students did). **Most students in both PEP and TAPP are not progressing at a rate to allow timely graduation.**

STUDENTS SERVED

Originally, plans were to serve a minimum of 28 seventh and eighth graders and their infants in PEP. In actuality, 19 students were served during the spring semester and 4 (2 new and 2 continuing students) were served in the summer. Several students who planned to attend summer school did not. Enrollment was lower than expected for two reasons. The age of the infants served was limited to infants under 12 months old as of May 31, 1990 to meet state licensing requirements (toddlers were to be added later). Robbins did not serve grade 7 (as originally thought). Thus, **there is still no special program for teenage parents below grade 8 in AISD** (once they leave St. John's TAPP program).

All PEP students had one child and were single. The PEP and TAPP contrast group are similar demographically (see Figure 1). Both involve students who are:

- Pregnant or parents,
- Almost all female,
- More likely Black or Hispanic than Other in ethnicity,
- Mostly low income,
- Mostly overage for their grade.

FIGURE 1
CHARACTERISTICS OF PEP AND TEEN PARENT (TAPP) STUDENTS

		PEP (N = 21)		TAPP (N = 62)	
		#	%	#	%
Grade	6	1	5%	0	0%
	8	7	33%	10	16%
	9	13	62%	52	84%
Sex	Female	20	95%	62	100%
	Male	1	5%	0	0%
Ethnicity	Black	10	48%	28	45%
	Hispanic	9	43%	24	39%
	Other	2	10%	10	16%
Low Income		14*	70%	49	79%
LEP		0*	0%	2	3%
Overage for Grade		16	84%	52	84%

* Information not available for one new 6th grader

Differences in the groups relate to the nature of the campus and program eligibility. TAPP serves female students in grades 6-12 during the semester they deliver, but then students must move on (comparisons include only those in grades 8 and 9). It is also a self-contained special education campus. PEP students have already had their babies and can stay for a longer period at Robbins Alternative School. Most classes are taken with other Robbins students (Robbins serves grades 8-12).

INFANTS AND OTHERS SERVED

Nineteen infants, under 12 months of age as of May 31, 1990 were served in the nursery approximately 40 hours per week. Six paid teacher aides plus two volunteer foster grandparents provided their care.
Overall, 48 "significant others" (parents, siblings, grandparents, and others) were involved in pilot program activities. Most (42) were female, with six males. Home visits were done for almost all students upon enrollment and during the

summer. Telephone calls or meetings were held with some parents during the semester as needed.

PROGRESS TOWARDS PROGRAM GOALS

Given the short time PEP was in operation this year, a great deal was accomplished. As Figure 2 shows, progress was made towards all objectives, and 30 of 52 planned activities (58%) were implemented. The nursery was prepared and furnished, staff was hired, and students and infants were enrolled and served.

FIGURE 2
PROGRESS TOWARDS PROGRAM OBJECTIVES

Objective	Activities Total Completed	Activities Total Planned	Progress Made
1. Support services will be provided to student-parents.	6	11	Moderate--students were identified, coordination occurred with social agencies, and transportation was provided. Tutors/mentors, UT case managers, adopters still must be added.
2. Licensed child care will be provided at Robbins.	4	4	Complete.
3. Students' school attendance will improve.	5	6	Moderate--needs improvement. Attendance improved for half of students. Attendance is still low for most students.
4. Students' academic skills will improve.	2	7	Some progress--needs improvement. Three students GPA's improved. Most had failing GPA's.
5. Students' knowledge of parenting, child development, etc. will improve.	2	3	Some progress information provided to all, but improvement needed--4 passed, 4 failed, 9 had excessive absences (no grade).
6. Students' and infants' health will improve.	2	4	Moderate--work continues.
7. Occupational information will be provided.	2	7	Some progress--information provided to all, but improvement needed--5 passed, 4 failed, 8 had excessive absences. Computer network is not yet in place.
8. Staff development will be provided to pilot project personnel.	2	4	Great progress--provided to pilot staff but not to Robbins staff.
9. Coordination will occur with local agencies for pregnant/parenting teens.	0	1	Moderate--worked with nine agencies but did not create advisory group.
10. An end-of-year evaluation will be completed by 11/15.	5	5	Complete (enclosed).
TOTAL	30	52	

IMPLEMENTATION DIFFICULTIES AND REFINEMENTS

Time

It was more difficult to plan the program, hire staff, renovate the portable, acquire needed supplies, enroll students, and serve students in one semester than anticipated. Available planning time was not sufficient to set and write up policies, procedures, guidelines, and timelines, as well as prepare descriptive brochures for recruitment and forms for enrollment and monitoring of progress. The staff was never able to feel really "organized", and the change in the middle of a semester was disruptive and confusing for students. (Students commented on the disorganization, and previous AISD evaluations have found that changing schools can have negative effects on student outcomes.) Some activities had to be postponed until fall because of time or previous commitments of those contacted by the time the grant was funded.

Computer Delivery

The order for computers for the career exploration component of the program had to go through the "bid" process. Most items have now been received. Students received traditional instruction instead. The network is planned for next year.

Organization

The program was treated as a separate activity at Robbins. Working out procedures proved time consuming.

Staffing

The original plan was to hire a Director/Counselor with Vocational teaching as well as counselor certification. None of the applicants had this combination of certificates. The person who was hired had counselor certification, special education and pre-K teaching certification, and experience running day care centers. Wearing the triple hats of program manager, teacher, and counselor was problematic, with none of the roles receiving adequate time. The two local supervisors assumed many managerial duties (one estimated 70% of her time from January on went to grant-related activities, forcing regular duties to extra hours). The teacher/manager (AISD's job title) taught two vocational classes under an emergency permit. She had not taught vocational classes or secondary students before and was new to AISD; these facts were drawbacks. The lack of time for training and the lack of an SBOE-approved teen parenting course made the job even more difficult. Most counseling provided was in a large group.

The teacher/manager viewed the half-time status of the secretary as inadequate to complete all assigned duties, and she believed

the secretary should have had a personal computer to complete her work efficiently. The teacher/manager typed more of her own work than anticipated.

Facilities

The physical arrangement of the project office, nurse's station, and classroom proved difficult; accessibility and privacy were not optimal for staff to serve students.

Planning

The principal and teachers at Robbins were not as closely involved in the planning of the grant proposal as would have been desired. As a result, they did not have as much ownership in the program and its success or as much knowledge of planned activities as would be desirable.

Replicability

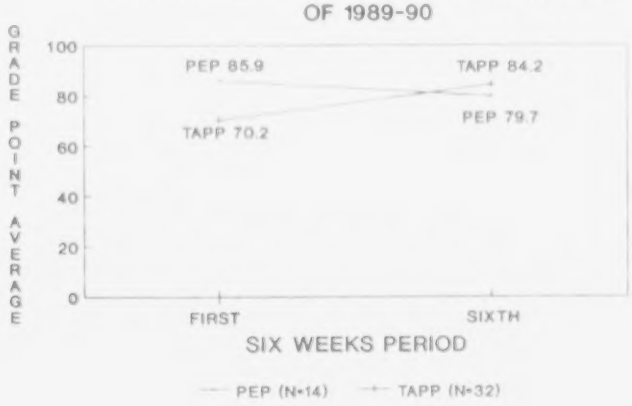
Initial implementation of PEP in AISD was slowed by the number of people who had to reach consensus and the layers of approval necessary. Implementation might have been faster in a smaller school system.

COURSE GRADES

For the TEA report, "satisfactory student progress" was defined as passing five of six classes taken during the second semester. Incompletes were counted as passing, but "no grades for excessive absences" (NGs) were not. **Few PEP students met this criteria for satisfactory progress (3 of 19 or 16%).** Most students had a large number of NGs. **Of the TAPP students, 17 of 52 (33%) met this criteria.** Neither group is progressing at a rate that will allow timely graduation.

Figure 3 shows the grade point averages (GPA) for the first six weeks of 1989-90 (before service) and the last six weeks (during service). **GPAs for PEP students declined six points, while GPAs for TAPP students increased 14 points. These results may be impacted by the fact that TAPP had a higher dropout rate than PEP; students who dropped out had no GPAs and are therefore excluded.**

FIGURE 3
PEP AND TAPP GRADE POINT AVERAGES
FIRST SIX WEEKS VERSUS LAST SIX WEEKS
OF 1989-90

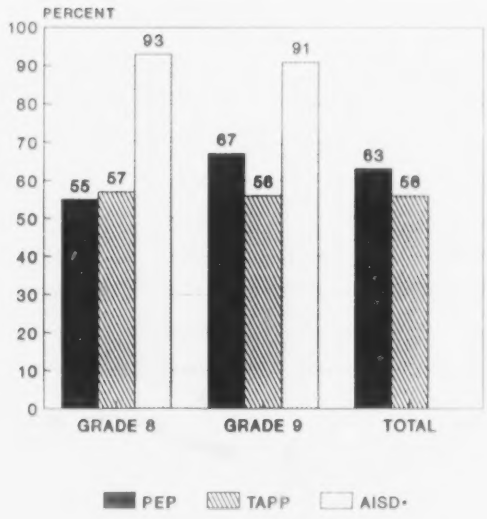


ATTENDANCE

Medical factors have a negative impact on the attendance of both PEP and TAPP students. PEP students may have doctors' appointments for themselves or their children, or the children may become ill. TAPP students have these same influences, and are typically out two weeks when they deliver their babies. **As shown in Figure 4, both PEP and TAPP students had low attendance rates second semester (55-67%)**, with PEP ninth graders slightly higher than The TAPP group (PEP attendance includes only days enrolled). Both groups had much lower attendance than the AISD's middle school/junior high average of 92.7% and AISD's high school average of 90.8%.

PEP students' attendance before and during participation was also checked. **Nine students showed higher and nine showed lower attendance after enrollment in PEP.** Program impact on attendance was thus not consistent for all students.

FIGURE 4
PEP AND TAPP ATTENDANCE RATES
SPRING, 1989 - 1990

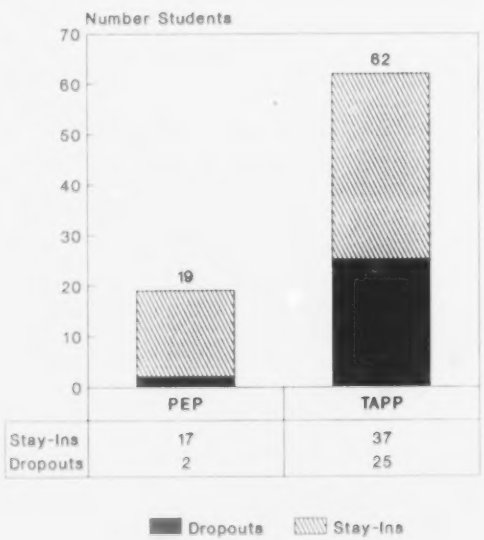


*AISD middle school/junior high rate is shown for grade 8; AISD high school rate is shown for grade 9.

DROPOUT STATUS

PEP did show a lower dropout rate than TAPP. Two of the 19 students enrolled in the spring (11%) dropped out by year's end compared to 25 of 62 (40%) TAPP students.

FIGURE 5
DROPOUT RATES SPRING, 1990
PEP AND TAPP PARENTING PROGRAMS



DISCIPLINE

The number of students suspended was relatively low in both the TAPP and PEP groups (although a higher percent of PEP students were suspended). During participation in PEP, two students (11% of 19) were suspended. During the second semester, 2 of 62 (3%) TAPP students were suspended. No students were expelled from either group. Districtwide, 6.6% of the middle school/junior high and 4.4% of the senior high students were disciplined.

STUDENT OPINIONS

During May, PEP students were given two short surveys in class--one from TEA and the other from ORE--to obtain their opinions regarding the program (13 were present in class and responded; 6 were absent). AISD survey results, as shown in Figure 6, reveal that:

- Most students felt more confident about finishing school (69%) now that they were in PEP and believed the day care at Robbins made is easier to attend school (83%).
- Less than half (46%) of the students reported their reading, writing, and mathematics skills had improved, and less than one quarter (23%) believed their knowledge of child and parenting topics or job preparation had improved (topics covered in two courses taught by the PEP teacher).
- Overall, 36% rated the program as very effective, 55% as somewhat effective, and 9% as ineffective.

Of the 11 students who responded to the TEA survey, most believed programs such as PEP are needed (91%) and that PEP helped them this past year (73%). Ten (91%) indicated they would be able to stay in school because of the program.

Thus, students seemed satisfied with the idea of a program such as PEP and really valued having day care available. However, their views towards the coursework were not as positive, especially towards the parenting and job preparation classes.

FIGURE 6
PEP STUDENT SURVEY RESPONSES
MAY, 1990

ITEM		RESPONSES AGREE	NEUTRAL	DISAGREE
1. I am more confident about finishing high school now that I am in this program. (N=13)	#	9	2	2
	%	69%	15%	15%
2. I know more about child development, parenting, home and family living, nutrition, and family health now than I did before I came here. (N=13)	#	3	4	6
	%	23%	31%	46%
3. I have improved my skills in reading, writing, and mathematics here at Robbins. (N=13)	#	5	4	4
	%	38%	31%	31%
4. I have learned more about preparing for a job since enrolling in this program. (N=13)	#	3	5	5
	%	23%	38%	38%
5. Having day care provided here at Robbins makes it easier for me to attend school. (N=13)	#	11	0	2
	%	85%	0%	15%
		VERY EFFECTIVE	SOMEWHAT EFFECTIVE	INEFFECTIVE
6. How would you rate the effectiveness of the parenting program so far? (N=11, 2 missing)	#	4	6	1
	%	36%	55%	9%
7. How much education do you plan to complete? (N=11, 2 missing)		#	%	
Middle School	#	0	0%	
Some High School	#	0	0%	
Graduated High School	#	7	64%	
Some College or Technical School	#	1	9%	
Graduate from College	#	2	18%	
Attend Graduate School	#	1	9%	

NOTE: AGREE = Strongly Agree plus Agree DISAGREE = Strongly Disagree plus Disagree

RECOMMENDED CHANGES

The staff recommends that:

TEA provide six months planning time for pilot programs such as PEP with implementation in the fall (or even in spring with fall for planning). In hindsight, AISD plans may have been more ambitious than was realistic given the planned start date.

A more systematic plan for identification and recruitment be implemented. A list is currently being prepared by the schools of students who are at risk of dropping out because of pregnancy or teen parent status. Eighth and ninth graders on these lists should be systematically contacted and informed of PEP and other

program options. Work should be coordinated with the TAPP program (as well as the other centers) as TAPP changes from a special education to a compensatory program.

A screening process be implemented to assure potential students are committed to their personal education and plan to bring their babies three or more days per week. This was not true of all students this year. A letter of commitment from students' parents and students might help. In addition, some students more than two years overage for their grade may be better served through an alternative high school diploma program such as Zenith (in which quicker graduation is possible).

Assigned personnel and spatial arrangements be changed. A separate vocational teacher (locally funded), counselor, and program director are planned for next year. Changes in office arrangements are also planned.

Meetings be held with other AISD day care center staff and other PEP programs in the area to discuss coordination, transition across programs, and other student parenting issues.

Ways to improve attendance and grades be explored. Arranging day care for infants and toddlers who are sick (e.g., Seton's Kids Care Club) and providing WIC services on campus could help student attendance. Incentives for attendance are planned schoolwide. AISD has tightened attendance requirements; this must be clearly communicated to the students.

Teacher aides in the nursery be encouraged to have course work in child development, with more training in these areas on the job.

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Austin ISD - Robbins — 227 — 901 — 011 — Form F

District and Campus Names — County/District/Campus Number

PART F. OTHER AGENCIES AND ORGANIZATIONS INVOLVED IN PILOT PROGRAM

F1. Other agencies and organizations involved in the pilot program:

1. Name of Organization or Agency	2. Approx. # Hours / week	3. Type of Involvement Code (check as apply): 01	02	03	04	05	06	07	08	09	10	11
1. Rosewood-Zaragosa Health Center	.4	X										
2. LINKS, Inc.	NA						X					
3. Dept. of Human Services	.3								X			
4. Health Department	.5	X							X			
5. HEB	NA						X					
6. Austin Tenants' Council	.2*						X		X			
7. Austin Rape Crisis Center	.2*						X		X			
8. Austin Housing Authority	.2*						X		X			
9. Christian Services	NA						X					
10. Dr. Haslund	.2	X										

*Spoke to class once for 2 hours total.

YOU MAY DUPLICATE THIS TABLE AS NECESSARY.

F2. Estimated total dollar amount of the donations represented by codes 06, 07, and 08: F - 2 - $1,000.00

INVOLVEMENT CODES

01 Medical/clinic services
02 Child care services
03 Transportation services
04 Counseling services
05 Case management services
06 Donations of equipment
07 Cash donations
08 Advisory services
09 Donations of human resources
10 Testing services
11 Other

Austin ISD - Robbins
District and Campus Names

227 901 011
County/District/Campus Number

PART F. OTHER AGENCIES AND ORGANIZATIONS INVOLVED IN PILOT PROGRAM

F1. Other agencies and organizations involved in the pilot program:
CONTINUED

	1. Name of Organization or Agency	2. Approx. # Hours	3. Type of Involvement Code (check as apply): 01	02	03	04	05	06	07	08	09	10	11
11.	~~X~~. Children's Hospital	.1	X							X			
12.	~~Z~~. Candy N Bloom	NA							X				
13.	~~B~~. AFDC Medicard	.2	X										
14.	~~W~~. WIC	.2	X										
15.	~~S~~. Teen Parent Council	NA								X			
16.	~~B~~. AISD Staff	15							X	X			
	7.												
	8.												
	9.												
	10.												

YOU MAY DUPLICATE THIS TABLE AS NECESSARY.

F2. Estimated total dollar amount of the donations represented by codes 06, 07, and 08: F - 2 -

Attachment 1
(page 2 of 2)

Recommended Elective Schedule for At-Risk Students Participating in School-Age Pregnancy and Parenting Program - Spring 1990

TARGET POPULATION	2-HOUR BLOCK		COMMENTS
	1st Period	6th Period	
On grade level 8th grader	(Parenting Component) 2619 (Life Management Skills)	(Career/Counseling Component) 7418 (Career Investigation)	
Overaged 8th grader	2512 (Comprehensive Home Economics)	2521 (Home Economics Cluster)	
On grade level 9th grader or above	2512 (Comprehensive Home Economics)	2521 (Home Economics Cluster)	
Overage 9th grader or above	2512 (Comprehensive Home Economics)	2521 (Home Economics Cluster)	

A 5th digit (any) should be added to above course numbers to indicate enrollment in the School-Age Pregnancy and Parenting Program.

SCHOOL-AGE PREGNANCY AND PARENTING PROGRAM
AISD ENROLLMENT FORM

NAME--LAST_____ FIRST_____ MI____

STUDENT ID:_____ ENROLLMENT DATE:_____

DATE OF BIRTH:_____ SEX: MALE____ FEMALE_____

LAST SCHOOL ATTENDED:_____ LAST DATE ENROLLED:_____

GRADE:_____ ETHNICITY: BLACK___ HISPANIC___ANGLO___OTHER_____

MARITAL STATUS:SINGLE___ MARRIED___(SPOUSE'S NAME:_____)
DIVORCED___ SEPARATED___ WIDOWED___

PLEASE LIST THE FOLLOWING INFORMATION FOR YOUR CHILDREN--

CHILD'S NAME	SEX(M OR F)	AGE IN MONTHS	ETHNICITY

LIST INFORMATION NEEDED AS OF:	ENROLLMENT		MAY 31		END OF SUMMER SCHOOL		IF NO, ARE YOU ELIGIBLE?		
Do you receive:									
1. An AFDC supplement?	Y	N	Y	N	Y	N	Y	N	DK
2. A Women, Infant, and Children (WIC) supplement?	Y	N	Y	N	Y	N	Y	N	DK
3. Child care assistance from Attorney General's office?	Y	N	Y	N	Y	N	Y	N	DK
4. Food stamps?	Y	N	Y	N	Y	N	Y	N	DK
5. Clinic card?	Y	N	Y	N	Y	N	Y	N	DK
Do you use a public health clinic for:									
6. Prenatal medical service?	Y	N	Y	N	Y	N	Y	N	DK
7. Immunizations for yourself?	Y	N	Y	N	Y	N	Y	N	DK
8. Other medical services for yourself?	Y	N	Y	N	Y	N	Y	N	DK
9. Well-baby care?	Y	N	Y	N	Y	N	Y	N	DK
10. Sick-baby care?	Y	N	Y	N	Y	N	Y	N	DK
11. Immunizations for your child(ren)?	Y	N	Y	N	Y	N	Y	N	DK
12. Other medical services for your baby?	Y	N	Y	N	Y	N	Y	N	DK
13. Are you pregnant now?	Y	N	Y	N	Y	N	Y	N	DK
If you are 16 or over:									
14. Are you employed now?	Y	N	Y	N	Y	N	Y	N	DK
Where?_____ Approximate hours per week:_____									
15. Were you placed through the Texas Employment Commission?	Y	N	Y	N	Y	N	Y	N	DK

FOR STAFF USE: List student's status as of the key times listed below. If a student exits the program, also list the student's status at that time. Use one or more of the codes listed below as appropriate. If a student leaves AISD, please comment on where the student went (if you know).

STUDENT'S STATUS AS OF:

END OF SPRING SEMESTER	END OF SUMMER SCHOOL	12 WEEK FOLLOW-UP	PROGRAM EXIT
_____	_____	_____	_____

A--Successfully exited from pilot
B--Enrolled in summer school
C--No longer eligible because of child's age(withdrawn from program)
(note reason if other than child's age)
D--Transferred to another AISD school
E--Moved from AISD (Withdrawn)
G--Dropped out
H--Transferred to GED program (please specify_____)
I--Committed to non-AISD institution
J--Expelled
K--Services declined
L--Other (please specify under comments)

COMMENTS:

Austin Independent School District

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